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ABSTRACT

This project includes a mini-lesson to be used at the end of the unit on Latin America. The lesson introduces a service learning project to help Maryland students to address the service learning component needed for graduation. The specific lessons have students identify the changing role of Latin American countries in the world community. Ways in which students can use service learning to help solve problems in Mexico are presented. Cooperative group activities are used in the unit. (EH)

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by Toni Richardson

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SO 028 869

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Fulbright-Hays Seminar Abroad Program Mexico Summer 1996
Service Learning Project

This project includes a mini-lesson that is to be used at the end of the unit on Latin America. This lesson will be used to introduce the service learning project. High school students in the state of Maryland need 75 hours of service learning to meet one of the graduation requirements. In Howard County students can begin to satisfy this requirement in middle school. That is not to say that service learning in elementary school is not encouraged but the official accounting starts in middle school.

Maryland also is looking to alternate assessment for students hence the MSPAP-Maryland School Performance Assessment Program. This lesson also uses alternate assessment tools.

Service Learning and MSPAP

Goals of Service Learning

1. Demonstrate and meet a need in your community or other communities.
2. Exhibit commitment and responsibility to your community or other communities.
3. Utilize higher level thinking skills to solve problems in your community or other communities.
4. Apply knowledge and skills to solve real problems.
5. Demonstrate effective communication skills.
6. Build collaborative work groups and partnerships.

Outcomes and Indicators of MSPAP

1. Demonstrate an ability to gather information, think critically, and solve problems as needed to facilitate responsible decision-making to understand complex ideas, and generate new ideas.
2. Demonstrate attainment of understandings, and attitudes needed to secure a reasoned commitment to human justice, and democratic processes.
3. Demonstrate attainment of a positive self-concept and empathy towards others in order to improve interaction among individuals and groups.

Unit: Latin America

Mini-unit: Mexico

Objective: Identify the changing role of Latin American countries in the world community.

Skill Objectives: Select materials from newspapers, magazines, and pamphlets pertinent to class activities. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets.

Procedure:

1. Have students brainstorm a list of current problems facing Mexico i.e.

Poverty	Drugs
Homelessness	Gang Activity
Intolerance	Graffiti/littering
Illiteracy	Hunger
Environment	Lack of Recycling

2. Write responses on the board

3. Discussion- Review problems and their impact on Mexico and the United States.

4. Ask students to create a huge outline map of Mexico and hang it up on a bulletin board.

5. Have students collect articles from newspapers and/or magazines that pertain to the problems generated by the class brainstorming.

6. Have students summarize the articles on a 3x5 card. Then allow the students to share their findings with the class and then they should attach the article to the outline map on the bulletin board. Connect the articles with colorful string to the particular towns/states discussed.

7. Ask students to create political cartoons or have them collect them from newspapers and magazines.

8. Have each student share during warm-up

Evaluation: Graded oral presentation and written article summary.

Unit: Latin America

Mini-unit: Mexico

Objective: Identify ways in which students can use student service to help solve problems in Mexico.

Procedure:

Pre-assessment Task

1. Point to the outline map on bulletin board depicting problems in Mexican society.
2. Have students review the problems.
3. List problems on board
4. Have students decide on the most urgent problems or the problems on which they feel the can make an impact.

Assessment Task

1. Divide the students into cooperative investigation teams. Each member of the team will be assigned a partner from another team. These partners form "partner expert" groups.
2. Assign each member of the "jigsaw team " - recorder, manager, leader, monitor.
3. Give each team a copy of the task.
4. Students use resources in the classroom, the media center, the public library, the community and Internet to investigate their problem.

Evaluation: Students write letters to the Howard County Council, The Maryland General assembly, and The United States Congress.

Students testify before the Maryland General Assembly

Students create public awareness campaigns

Students contact community organizations that help with out of state aid

Students organize bake sales, car washes, fairs, etc. to raise money to send to schools, churches, hospitals, in Mexico.

Jigsaw Task: (created by Spencer Kagan *Cooperative Learning*)

In Mexico and communities all over the world, citizens are facing problems that challenge their societies. It is up to responsible citizens to try to formulate viable solutions to these problems.

You will work in "partner expert" groups to become well versed on a particular problem that Mexico faces as we near the end of this century. You will research the problem by locating newspaper and magazine articles, television news stories, and using the Internet. Your "partner expert" group must master the information about the problem in order to explain in detail to your "jigsaw team".

When you meet with your "jigsaw team" , present what you have learned about the problem you researched with your "partner expert" group. When all members of your "jigsaw team" have explained what they have learned about their particular problem, the "jigsaw team" as a whole should choose one problem to tackle.

Your "jigsaw team" will devise a feasible plan to help aid Mexico in solving this problem.

Possible Problems:

Homelessness	Illiteracy
Poverty	Drug Abuse
Graffiti/Littering	Environment
Gang Activity	Lack of Recycling
Hunger	Health Care
Immigration	Unemployment
Intolerance	Human Rights Violations

Group Process Evaluation

Name_____

Group Members_____

Cooperative Task_____

1. How effective was your group?_____

_____

_____

2. What were the strengths of the group?_____

_____

_____

3. What frustrations did the group encounter?_____

_____

_____

4. Did all members of the group cooperate and contribute?_____

_____

_____

5. Name three ways in which your group dynamics could improve to increase the production(effectiveness) on your task?_____

_____

_____

Teacher Evaluation of Cooperative Groups

Cooperative Task_____

Class_____ Date_____

Group Members_____

_____

Was objective met?_____

List examples_____

_____

_____

_____

Did you ever have to act as facilitator?_____

When? _____ Why?_____

Group Process Evaluation and Teacher Evaluation of Groups based on model from Teacher Created Materials